

CALIFORNIA SCHOOLS

JANUARY 1953

CALIFORNIA SCHOOLS

VOL. XXIV, No. 1

JANUARY, 1953

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Official Publication Issued
Monthly by the California
State Department of Education

Entered as second-class matter May 8,
1930, at the Post Office at Sacramento,
California, under the Act of August 24,
1912.



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FRONTIERS OF SERVICE¹

J. BURTON VASCHE, *Associate Superintendent of Public Instruction; and Chief, Division of State Colleges and Teacher Education*

The strength of the States rests in its people.

This conference reflects the fine spirit which has characterized leaders in education in California over the years, and bespeaks the quality of service that will direct continuing study and improvement in all fields of education in the busy days ahead. Progress has characterized our State, and it is with progress in teacher education that this conference is concerned.

It is a pleasure to share in the co-operative undertakings of this organization, since every institution represented here is encouraged to take active part in the program of the Council. This deep interest is reflected in the quality of mutual helpfulness existing on each individual campus, developed as Council members return to their homes from meetings of the Council.

Only through this process, extended over a period of years, can we develop joint communication and understanding, with the abilities and desires of the majority combined to form a unified course of action. As we work together here, then shall teacher education, and all education in California, continue its march forward.

1. *A growing school population requires more and more well-trained teachers.* Cold, harsh facts probably best show the problem which faces education. In the first half of the century, the population of America doubled. This increase from the population in 1900 of approximately 75 million Americans has now neared the 160 million mark. Familiar indeed is the story of the development of our country's elementary and secondary schools and the colleges in recent decades. If present population trends hold true, America will have a population of some 300 million people at the close of the second half of the twentieth century. Implications for education are clear.

Here are some facts about the California problems:²

- a. Between now and 1956 California will need approximately 60,000 new teachers, two-thirds of whom will be needed in elementary schools.

¹ Statement made at the Annual Fall Conference of the California Council on Teacher Education, Yosemite National Park, November 13, 1952.

² For detailed analysis of items a to d, see James C. Stone, "Supply of and Demand for Certificated Personnel in California Public Schools, 1952, with Forecast for 1957," *California Schools*, XXIII (July, 1952), 307-43.

- b. More than one-half of the candidates qualifying for credentials in 1952 will be prepared to serve in fields which are critically short of trained personnel.
- c. In the past four years the number of persons serving on emergency credentials has been reduced by more than 50 per cent.
- d. From 1947 through 1956, California public school enrollment, which determines the number of teachers needed, is expected to increase from 1½ million to 2½ million youngsters.
- e. California school needs are based upon careful study of population trends. While we had an over-all 53.5 per cent increase in population from 1940 to 1950, the population of children under five years of age increased 144 per cent during the same period.

The year 1952 finds California still far away from its ultimate peak school enrollments. Our best efforts now must be directed toward preparing teachers to meet both present and future needs.

2. *Teacher education is a field rich in challenge and opportunity.* The job before us, then, is that of supplying a large number of well-trained teachers to provide leadership and direction for California children and youth in the half-century ahead. This responsibility involves more than merely providing courses and issuing credentials. The call is for new approaches in training this leadership. As we bring about this change, we do it recognizing that the field of teacher education is one of challenge and opportunity. Teaching is an art; teacher education is a creative process. The need is for direction on the professional level which will create an appreciation of the human values inherent in education at all ages.

Actually, the public school has one basic purpose—that of perpetuating and strengthening the democratic way of life. Inherent in the program of teacher education are the understandings and skills related to our American traditions. The American scene in its relation to public education must be stressed at all levels of the training program; human understandings identified and broadened; moral and spiritual values enlarged until they play a part in every daily activity of every teacher and every student.

Life in the atomic age, in the period of jet propulsion, in the day of new developments in all branches of industrial, scientific, and social life, requires that we prepare generations of young Americans to meet demands that they will face in the much different life of the period from now until the year 2025. More and more attention must be given to the principles of citizenship in its broadest sense and to current advancements in the arts and sciences. The role of the professional worker in teacher education is that of contributing to the development of skills and techniques to produce such teachers.

3. *Continuing improvement of teacher education is a joint responsibility.* As late as a decade ago, teacher education was conceived to be

primarily a responsibility of the staff of the school or college of education. This meant that the courses and practices in the training program were the province almost entirely of college professors. The traditional pattern was one of a series of course requirements, the number of courses depending upon the level of service for which the applicant was to be qualified.

One of the most significant developments in American education in recent years has been the almost universal acceptance of the principle that all levels concerned with education should have a part in the preparation of teachers for service in the public schools. Recently, then, college staffs have co-operated closely with the profession, with school systems, with lay organizations and other interested groups in the evaluation and improvement of teacher-education programs. This co-operation is reflected in the various outstanding developments that now characterize this field of service, many of which have been matters of study by this Council.

By continuing to emphasize this close working relationship between the college as a training institution, the profession with its definite interest in those who are to enter the field, the employing school districts which utilize the product, and lay organizations who represent the parents of children, such as school boards, parent-teacher associations, and citizens advisory committees we will be cementing the unity of purpose which is so necessary for concerted progress.

4. *National trends in teacher education lie basic to improvements in the California program.* Although California is isolated geographically from the other parts of the union, education of its teachers must be developed in relationship to outstanding developments throughout the nation.

Particularly significant have been contributions of the various professional organizations working the field of teacher education. The National Council of Chief State School Officers, for example, has underway through its Study Commission a nation-wide study aimed at defining the role of state leadership in teacher education.

The National Commission on Teacher Education and Professional Standards has been especially active in stimulating basic studies. Next January 30 and 31 the Commission is sponsoring a regional conference at Hotel Bellevue in San Francisco. This conference will emphasize formulation of state action programs: (1) to implement the findings of the Kalamazoo National Conference,³ the theme of which was "Evaluating Progress and Charting the Future of Teacher Education," and (2) to seek solutions to pressing problems in the area of professional standards.

Specific problems identified by the Kalamazoo Conference which will be considered are the following: (1) improving preservice laboratory experiences, (2) developing fifth-year programs of teacher education,

³ National Conference on Teacher Education, sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association, June 22-27, 1952, at Kalamazoo, Michigan.

(3) improving the content of professional education courses, (4) developing criteria for selective admission into teacher education, (5) initiating action programs based upon teacher supply-demand information, (6) increasing the prestige of the teaching profession.

For the first time, both the recommendations of study groups and the action programs of state delegations will be incorporated in a single volume, to be published and distributed to participants.

Then, the Eighth Annual National Conference of the Commission, to be held June 24-27, 1953, in or near Miami Beach, Florida, will be devoted to the general theme of "The Certification of Teachers." The conference will not be restricted to consideration of the technical aspects of certification requirements, but will study the whole broad problem of certification in relation to teacher selection, preparation, accreditation of institutions, in-service growth, etc.

Organizations representing various segments of the profession will be asked to study the problem of certification throughout the year 1952-53 and to set up special committees to consider recommendations regarding certification requirements for the various fields. The organized profession has not heretofore given concerted study to the problem of teacher certification, and it is hoped that the results of the 1953 conference will be helpful in the derivation and adoption of sound professional policies regarding the licensure of teachers.

Another interesting development which is certain to have far-reaching effects on teacher education is the creation of the new National Council for the Accreditation of Teacher Education. This Council is composed of 21 members. Three are official representatives of the National Council of Chief State School Officers; three, of the National Association of State Directors of Teacher Education and Certification; six, of the American Association of Colleges for Teacher Education; three, of the National School Boards Association; and six, of the National Commission on Teacher Education and Professional Standards.

The Council will be activated this fall, but will not begin the actual work of accreditation until July 1, 1954. The interim period is to be spent in perfecting Council organizations and procedures. One Californian holds membership on the Council—Roy E. Simpson, Vice President of the National Council of Chief State School Officers, represents that organization.

While California has long been recognized as a state with highest standards for training and certification, its representatives have found most helpful and stimulating the participation in programs and projects of national organizations in the field of teacher education. It is hoped that we may continue and broaden this type of professional activity.

5. Leadership and service must be provided on state, regional, and local levels. In planning for the total strengthening of the program of

teacher education, it is important that full use be made of the resources of institutions of higher learning, the state department of education, professional organizations, county and local school offices. Responsibility for co-ordinating activities on the state, regional, and local levels should likewise be conducted on the co-operative basis.

Particular attention must be given to over-all leadership of the teacher-education program. This may well be the responsibility of the state department of education on the state level, and the county or local school department on regional levels. In carrying out this leadership, competent consultative and advisory services of many kinds must be provided. Again, these services should be planned jointly by the various agencies, and publicized so that all professional groups are encouraged to utilize them.

6. *The state department of education has a unique role in teacher education.* Interesting developments are underway throughout the nation in defining and improving the role of state departments of education in all areas of educational structure, including teacher education. Since education is a state function, responsibility for supervising the discharge of this obligation rests within the state education agency. In California, the State Department of Education has this responsibility, in the exercise of which it is concerned primarily with leadership and service functions.

Through the Division of State Colleges and Teacher Education, the California State Department of Education is seeking to bring about the improvement of teacher education by its program of co-operative effort and its existing services for the education of children and youth.

While state departments of education historically have been concerned with regulatory functions, there is now a significant trend toward emphasis on leadership and service roles, and it is the policy of the Division of State Colleges and Teacher Education to define its work chiefly in those areas. Certification of teachers, accreditation of teacher-education institutions and programs of instruction are essential in any complete program. This principle is set forth by the National Council of Chief State School Officers in its basic policy statement, *Our System of Education*, as follows:

Teacher education and certification are interdependent and are functions of the State. The State board of education should be responsible for leadership in teacher education and have authority to carry out this responsibility through the chief State school officer.*

It is upon this latter basis that the program of your Division of State Colleges and Teacher Education is being constructed.

7. *Numerous problems, issues, and practices in teacher education demand immediate attention.* The broad field of teacher education includes

* *Our System of Education: A Statement of Some Desirable Policies, Programs and Administrative Relationships in Education.* Washington 6: National Council of Chief State School Officers (1201 Sixteenth St., N.W.), 1950, p. 30 (Item XV, B).

many procedures and services. In organizing for study the many components of the field, determination must be made of the various issues and problems in the field of teacher education. By applying the best techniques of democratic procedure to the work of the various interest groups, analysis can be made of existing needs and changes introduced for strengthening the total structure.

In this direction there is need for a complete and definite program of study. The following informal summary lists many pertinent problem areas.

SOME SUGGESTED AREAS FOR STUDY IN TEACHER EDUCATION

1. *Needs and purposes:*

- Definition of techniques of group processes
- Continuing study of needs; projected ahead to 1965
- Definition of role of the State Department of Education, colleges and universities, professional groups, and lay organizations in teacher education
- Statement of purposes, objectives and ways of cooperating in teacher education
- Formulation of machinery for improvement of teacher education

2. *General education:*

- General education in the education of teachers
- Student activities in the education of teachers
- Study of areas of specialization: majors and minors
- Guidance and counseling integral in teacher education
- Co-operation with secondary school and junior college staffs in curriculum study

3. *The teaching process:*

- Competencies and skills needed by teachers
- Continuing study of the teaching process
- Continuing study of supervisory and administrative areas
- Ways of sharing materials and practices of good teachers
- Relationship of levels, articulation between the public schools and the training institutions

4. *Professional education:*

- Study of framework of professional curricula including the four major areas
- Laboratory experiences in the training program
- Inter-institutional conferences of professional interest groups, such as college instructors in human growth and development
- In-service education as a joint college-professional school district responsibility
- Needs of teachers in special education

5. *Professional role of the teacher:*
 - Role of the teacher in curriculum development and other professional areas
 - Role of the teacher in professional organizations
 - Role of the teacher in the community
 - Pay and working conditions of teachers
 - Coordination of the school staff
6. *Selection, recruitment and placement of teachers:*
 - Needs for a vigorous program of recruitment
 - Techniques and standards of selection
 - Placement: roles of professional and school district leadership
 - Orientation of new staff in local school districts
 - Post placement follow-up of teachers by training institutions and placement agency
7. *Certification of teachers:*
 - State Board of Education, including Accreditation Committee and Credentials Office policies
 - Evaluation of all credentials and certification policies
 - Need for reciprocity among states of the West
 - Service of county and city offices of education in certification and teacher education
 - Legal safeguards and practices in teacher education
8. *Accreditation and evaluation:*
 - Accreditation of institutions for teacher education
 - National Council for Accreditation of Teacher Education
 - Relationship of California institutions to various national college accrediting agencies
 - Evaluation and communication within and among institutions
 - Institutional planning for improvement
9. *Research:*
 - Action research in teacher education
 - Statistical research in teacher education
 - Pilot projects in teacher education
 - Foundation projects, such as the Kellogg and Ford projects
 - Publications (leaflets, books, films, etc.).
10. *Information:*
 - Work of the Division of State Colleges and Teacher Education
 - Services of national groups, such as the N.E.A. Commission on Teacher Education and Professional Standards, American Association of Colleges for Teacher Education, etc.
 - Information to the profession on developments in teacher education
 - Interest of lay groups in teacher education
 - Public information on trends and programs in teacher education

8. *A primary need in teacher education is for statesmanship of the highest order.* Obviously, if progress is going to be made toward solving the many issues and problems in teacher education, it is imperative that consideration be given to the kind and quality of leadership directed toward their solution. The first requirement is for leadership within and among institutions, professional groups, and school systems, which can organize and lead the work of committees and study groups in the analysis of problems and the development of suggested improvements.

This Council must join with other leading groups in concerning itself with the development of professional leaders who are both qualified and stimulated to give direction to one or more areas in teacher education. These leaders must be guided by the highest principles of group direction, and must conceive of teacher education as an area of tremendous promise and opportunity. At the same time, they must appreciate the many practical difficulties which confront any professional study. They must be appreciative of the necessity for developing understanding on the part of all who share in the study process before any noticeable progress can occur.

Since such statesmanship can emerge only from the process of co-operative activity extending over a relatively long period of time, this Council should give both immediate and continuing attention to the location and development of such statesmanship as a major part of its program.

9. *A co-ordinated long-term plan of action in teacher education must be developed.* Thirty-six institutions of higher learning in California are now accredited to train teachers in one or more fields. In addition, each of the 58 counties and the 2,081 local school districts, and the more than 60,000 teachers through their professional organizations are all vitally interested in improvement of the profession.

California's present high standards for certification and training programs represent many decades of effort on the part of many groups and individuals. To continue this process of growth will require additional years of patient labor. In the interests of efficiency, then, it is mandatory that a co-ordinated long-term plan of action in teacher education be developed, with all interests participating in both the formulation and conduct of such a plan. Many committees are now at work on specific studies in the field, and these committees should be joined by other committees investigating other basic areas of need. These agencies should continue to participate actively by carrying specific, assigned, well-understood responsibilities in broad program.

Through such a schedule of professional study, planned and directed by a state-wide committee, there will be developed over a period of years definite improvements in objectives and practices that will contribute materially toward the objective of better trained teachers. In such a planning process, attention should be given to the contribution which can be

made by our great lay organizations—those interested primarily in education as well as those in other fields.

State and national associations of school boards, parent-teacher associations, industrial, business, agricultural and civic groups, service clubs, and similar agencies can be extremely helpful. The National Citizens Commission for the Public Schools, for example, has been working with many national groups on the problems of need *for* and needs *of* teachers, and through local advisory committees this information can be adapted to problems of the individual school district.

10. *The California Council on Teacher Education should continue its professional studies in teacher education.* This Council dates back officially some seven years, when leaders in teacher education met together at the call of the State Director of Education to consider critical problems in the field. In the intervening years, the Council has continued its service to the children and schools of California, and upon this foundation of service the Council should maintain and continue its professional studies.

Experience and tradition have brought to this Council certain responsibilities, until today the Council is recognized as the co-ordinated voice of all institutions engaged in the training of teachers in California, as well as for the profession and school systems employing teachers. There is need for these fine traditions to be preserved. At the same time, it is important that the program be evaluated continuously so that this Council may change its emphasis as the needs of public education in California change.

The present may sometimes seem difficult. Through your efforts and those of your associates you have accomplished much. The splendid record which you have written points toward even greater progress in the immediate future. There is no problem before us which cannot be solved, provided we continue to utilize to the fullest extent the hundreds of competent men and women now engaged in teacher education in our state. The future of teacher education in California is indeed bright.

DEPARTMENTAL COMMUNICATIONS

BUREAU OF TEXTBOOKS AND PUBLICATIONS

IVAN R. WATERMAN, *Chief*

RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

Laws of 1952 Relating to the California Public School System. . . . Sacramento 14: California State Department of Education, October, 1952. Pp. ii + 62.

This publication contains the text of laws enacted during the 1952 Regular Session, the 1952 First Extraordinary Session, and the 1952 Second Extraordinary Session of the California Legislature that relate to the Public School System, including those amendatory of laws other than the Education Code which appeared in the Appendix to the 1951 edition of the Education Code. The text of certain resolutions adopted during the sessions is also included.

The page size of this publication is slightly smaller than that of the Education Code, thus permitting its insertion inside the cover of that volume for convenient reference.

Copies have been sent to county, city, and district superintendents of schools, to principals of elementary and secondary schools, to supervisors, and to district attorneys. Additional copies are available on request to the Bureau of Textbooks and Publications, State Department of Education, Sacramento 14, California.

Supplement to the 1950 Edition of State Legal Provisions Relating to Health Education, Physical Education, and Recreation. Sacramento 14: California State Department of Education, August, 1952. Pp. 8.

This pamphlet contains the text of those sections of the Education Code and Business and Professions Code bearing directly on the public school program of health education, physical education, and recreation which were amended or added by the California Legislature in 1951 and became effective September 22, 1951. This compilation of changes is intended as a supplement to the publication entitled *State Legal Provisions in California Relating to Health Education, Physical Education, and Recreation*, issued by the State Department of Education in September, 1950. The pages of the supplement are slightly smaller than those of the original bulletin and the text of changes is printed only on one side of the page. The supplement may thus be used to bring the 1950 bulletin up to date

by being inserted as a whole or as separate sections clipped for pasting under the appropriate headings.

Copies of the supplement have been distributed to holders of the 1950 publication. Additional copies may be requested from the Bureau of Textbooks and Publications.

Health Education, Physical Education, and Recreation Newsletter, Number 38, September, 1952. Sacramento: California State Department of Education. Pp. 8.

With this issue of its *Newsletter* the Bureau of Health Education, Physical Education, and Recreation of the State Department of Education resumes publication of an information bulletin that has not appeared since November, 1947. It is intended to inform school administrators, and especially all who are concerned with health and physical education, of events in this area of public education. This issue contains a digest of a talk by Louis E. Means, Consultant in School Recreation, on competition in school sports, an article on the work of the California Joint Committee on School Health, news notes, reviews of books in the field of health and physical education, and other items of interest to workers in this field.

Copies of the *Newsletter* have been sent to county, city, and district superintendents of schools, to principals of elementary and secondary schools, and to heads of departments of physical education for girls and for boys in secondary schools.

Development of Moral and Spiritual Values Through the Curriculums of California High Schools. Prepared by Committee on Moral and Spiritual Values of the California Association of Secondary School Administrators. Bulletin of the California State Department of Education, Vol. XXI, No. 13, September, 1952. Pp. viii + 32.

The Committee responsible for the preparation of this bulletin was appointed in response to criticisms both from within the schools and from the public that young people are not receiving the guidance in developing ethical practices that they need in times of crisis. The Committee set itself the task of finding out what California high schools are doing to promote the appreciation of moral and spiritual values by students and what further might be done in this area. Steering clear of discussions of dogma and creed, of the use of vague terminology, and of semantic involvements, the Committee has here presented in forthright language the place of moral and spiritual values in the school program. It emphasizes the separation of church and state, nonsectarianism, and co-operation with church and home in helping youth to develop character.

The bulletin is not intended as a guide for classroom procedures. Its purpose is to illuminate the problem, describe some of the successful practices of California schools in this area, and suggest a basis for more and better efforts in this phase of the curriculum. The Committee asks that it be read in a critical attitude, with the hope that this will elicit suggestions for improving practices in this important area of public education.

Copies of this bulletin have been sent to county and city superintendents of schools, to district superintendents of high school districts, and to the principal of each public secondary school.

Additional copies in limited quantity for use by school personnel who have responsibility for school programs in the field of moral and spiritual values will be furnished upon request to the Bureau of Textbooks and Publications. In order to facilitate the handling of requests, and to eliminate possible duplication, requests for additional copies will be accepted from local superintendents of schools for the total number of copies needed in their school systems rather than by individual principals or others, except in the case of high school principals in districts not employing superintendents. County superintendents of schools should request copies for members of their supervising staffs.

The price to others is 25 cents per copy, plus sales tax on California orders.

Teachers Guide in Health Education for Secondary Schools. Prepared under the direction of Bureau of Health Education, Physical Education, and Recreation. Sacramento: California State Department of Education, 1952. Pp. x + 86.

A preliminary guide for health education, prepared in 1945 by a committee that participated in the California Community Health Education Project, was mimeographed for use in a few California schools and the suggestions made by those who used it were incorporated in a revised preliminary edition published in 1947. Suggestions that have been made by California schools who used the revision were likewise incorporated in the present guide, so it may be said to represent the kind of teaching guide that secondary school teachers in the field of health education find most useful.

A major part of the guide is composed of eight sample teaching units for grades nine through twelve, dealing with topics of particular interest and importance to adolescents, such as preparing for marriage and parenthood, self-appraisal, and personality development. Each unit outlines in detail the problems that might be discussed, suggests activities that might be used to develop health habits and practices in the area, and lists references and visual aids for teachers and for students. It is stressed that all units presented are *samples*, to be adapted by the teacher to the individual needs for the students and the community.

The advantage to students of active participation in a variety of experiences is emphasized. Among the teaching methods recommended are panel discussions, surveys by students, talks by consulting experts, field trips, buzz sessions, role-playing, and games.

Copies of the guide have been sent to county and city superintendents of schools, to district superintendents of high school districts, and to high school principals.

Additional copies in limited quantity for use by school personnel with responsibility for school programs in the field of health instruction will be furnished upon request to the Bureau of Textbooks and Publications. Requests for additional copies will be accepted from local superintendents of schools for the total number of copies needed in their school systems rather than from individual principals or others, except in the case of high school principals in districts not employing superintendents. County

superintendents of schools may request copies for members of their supervisory staffs who are concerned with health education.

The price of the guide to others is 50 cents per copy, plus sales tax on California orders.

JESSE FEIRING WILLIAMS. *Narcotics: The Study of a Modern Problem. A Manual of Basic Information for Teachers.* Sacramento: California State Department of Education, 1952. Pp. viii + 40.

An increase in adolescent addiction to narcotic drugs has alarmed parents, law enforcement officers, and school people and has underlined the necessity of placing in the hands of teachers scientific information about narcotics and their effects upon the human system. Teachers, the front line of defense in preventive medicine for children and young adults, can inform and counsel pupils who are using or are likely to attempt the use of dangerous narcotics, and can thus prevent countless tragedies of human failure. In this bulletin Jesse Feiring Williams, M.D., Sc.D., has presented in a scholarly and scientific manner the basic facts about narcotics that teachers should know. He tells them what narcotics are, how to recognize the signs of drug addiction, and what steps should be taken when users of narcotics are discovered in the schools. He outlines suggestions for teaching about narcotics and especially emphasizes the importance of developing in students healthy personalities, the best insurance against the frustration and despair that lead adolescents to try drugs as a way out.

This bulletin was prepared under the direction of the Bureau of Health Education, Physical Education, and Recreation, recommended by the State Curriculum Commission for adoption as a teacher's manual, and adopted for such use by the State Board of Education.

The manual has been distributed to county, city, and district superintendents of schools and to principals of public elementary and secondary schools. Additional copies will be furnished for each elementary school teacher and for those secondary school teachers who have responsibilities for instruction on the effects of narcotics.

Orders will be accepted from superintendents of schools rather than individual school principals, except in the case of high schools in districts without superintendents. The price to others is 25 cents per copy, plus sales tax on California orders.

Directory of Administrative and Supervisory Personnel of California Public Schools, 1952-53. Bulletin of the California State Department of Education, Vol. XXI, No. 15, November, 1952. Pp. viii + 198.

This annual directory has been compiled by the Bureau of Education Research according to the plan followed since the edition of 1949, with certain minor improvements to promote legibility and convenience for use. It contains the names and positions of superintendents of schools and their full-time administrative and supervisory staff members in the 58 counties of California and its more than 2,000 school districts, together with the mailing addresses of their county and district headquarters. The elementary and secondary schools in each district are listed, with the name

of the principal in charge of each school. Lists are given of the members of the State Board of Education and the professional staff members of the State Department of Education. An outline map of the state shows county boundaries and county seats, with a list of the counties in alphabetical order and the code numbers assigned to each. Alphabetical indexes are provided for personal and district names.

Copies of the directory have been distributed to school administrators throughout the state. Superintendents may request additional copies for selected members of their supervisory staffs. A limited supply is available to others at 75 cents each, plus sales tax on California orders.

CORRECTION IN STATE LIST OF HIGH SCHOOL TEXTBOOKS¹

The name of the publisher of a high school textbook was erroneously indicated as American Book Company instead of American Technical Society in one instance in the July, 1952, State List of High School Textbooks. The entry on page 57, line 36, should have read as follows:

Graham, *Small Commutator Motors* (1952).....Amer. Tech. (instead of American)

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since publication of the October, 1952, issue of *California Schools*.

AGRICULTURE		Prices	
		New	Exchange
Animal Husbandry			
Snapp, <i>Beef Cattle</i> , fourth edition (1952).....	Wiley	\$5.20	_____
Horticulture			
Chandler, <i>Deciduous Orchards</i> , second edition, thoroughly revised (1951)	Lea	5.20	_____
Poultry Husbandry			
Card, <i>Poultry Production</i> , eighth edition, thoroughly revised (1952)	Lea	4.00	_____
ART			
Art—General, Art Appreciation, and History of Art			
Nicholas, Trilling & Lee, <i>Art for Young America</i> , 2d revised edition (1952)	Bennett	2.56	_____

BUSINESS SUBJECTS

Salesmanship, Merchandising, and Retailing			
Robinson & Haas, <i>How to Establish and Operate a Retail Store</i> (1946)	Prentice	3.40	_____
Robinson & Haas, <i>How to Establish and Operate a Retail Store</i> , second edition (1952).....	Prentice	4.00	_____

¹ State List of High School Textbooks, Bulletin of the California State Department of Education, Vol. XXI, No. 9, July, 1952.

DRIVER EDUCATION

		New	Prices Exchange
Watts, <i>How Shall We Drive?</i> (1952).....	Wheeler	\$1.44	\$1.35

ENGLISH

Composition, Grammar, and Rhetoric

Burnham, <i>Basic Composition</i> , Book Two (1952).....	Scott	2.08	1.95
Herzberg, Guild & Hook, <i>Better English</i> , Grade 9 (1952).....	Ginn	2.05	1.92

Radio Writing and Production

French, Levenson & Rockwell, <i>Radio English</i> (1952).....	McGraw	2.88	—
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MATHEMATICS

Vocational Mathematics

Palmer & Bibb, <i>Practical Mathematics</i> , fourth edition (1952)	McGraw	3.83	—
Welton & Rogers, <i>Shop Mathematics at Work</i> (1950).....	Silver	2.27	2.13

MUSIC

Harmony

Howard, <i>Essential Harmony</i> (1951).....	Mills	1.50	—
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Piano

Aaron, <i>Michael Aaron Adult Piano Course</i> , Book Two (1952)	Mills	1.25	—
Aaron, <i>Michael Aaron Piano Course</i> , Grade Five (1952).....	Mills	1.25	—

SCIENCE

Biology

de Laubenfels, <i>Life Science</i> , fourth edition (1949).....	Prentice	4.76	—
Dodge & Others, <i>Elements of Biology</i> (1952).....	Allyn	3.26	3.06

General Science

Smith, Carpenter & Wood, <i>Carpenter & Wood's Our Environment: Its Relation to Us</i> (1952).....	Allyn	2.30	2.16
Wood & Carpenter, <i>Wood & Carpenter's Our Environment: How We Use and Control It</i> , revised (1952).....	Allyn	3.20	3.00

Physics

Nelson & Winans, <i>Everyday Physics</i> (1952).....	Ginn	3.49	3.27
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SOCIAL STUDIES

Civics and Citizenship

Krug & Quillen, <i>Citizens Now</i> (1952).....	Scott	2.30	2.16
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General

Marshall, Brish & Wiedefeld, <i>Understanding Yourself and Your World</i> (1952).....	Harcourt	3.10	2.91
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History—Ancient and Medieval

Hartman, <i>Builders of the Old World</i> , second edition (1951).....	Heath	2.24	2.10
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History—European—Early, Medieval, and Modern

Becker, <i>Modern History</i> (1952).....	Silver	3.39	3.18
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SPANISH

			Prices	
			New	Exchange
Jarrett & McManus, <i>El Camino Real</i> , Book One, third edition (1953)	Houghton	\$2.89	\$2.72	

VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

Automotive Mechanics

Frazee, Landon & Venk, <i>Automotive Electrical Systems</i> (1952)	Amer. Tech.	3.92	---	
Kuns, <i>Auto-Mechanics</i> , Course 6, <i>Frame and Body Maintenance</i> (1952)	Bruce	2.10	1.75	

Blueprint Reading

Rogers & Welton, <i>Blueprint Reading at Work</i> (1951)	Silver	1.98	1.86	
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Electricity

Cornetet, <i>Principles of Electricity</i> , revised edition (1952)	McKnight	3.20	---	
Dragoo & Porter, <i>General Shop Electricity</i> , fourth revised edition (1952)	McKnight	1.00	---	

Mechanical and Engineering Drawing

Shaeffer, <i>Introductory Mechanical Drawing Problems</i> , third edition—enlarged (1948)	Bruce	.37	.33	
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Metal Work

Smith, <i>Bench Metal Work</i> , revised edition (1952)	McKnight	.80	---	
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Miscellaneous

Kohn & Starfield, <i>Materials and Processes</i> (1952)	Macmillan	2.62	2.46	
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Photography

Miller & Brummitt, <i>This Is Photography</i> (1952)	Garden City ^a	1.65	---	
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Printing

Polk, <i>The Practice of Printing</i> , revised and enlarged (1952)	Bennett	2.88	---	
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Welding

Austin, <i>Electric Arc Welding</i> (1952)	Amer. Tech.	3.12	---	
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REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since publication of the October, 1952, issue of *California Schools*, to replace editions previously listed.

^a Garden City Books, Selling Department of Doubleday & Company, Inc. Agents: C. J. Thorne, Box 57, East Pasadena Station, Pasadena 10, California; Arthur Wagstaff, P. O. Box 1158, Walnut Creek, California.

MATHEMATICS

Arithmetic and General Mathematics

		Prices	
		New	Exchange
Patton & Young, <i>Using Mathematics</i> (1952).....	Iroquois	\$1.89	\$1.76
Upton & Fuller, <i>Junior Mathematics</i> , Book One (1951).....	American	1.57	1.50

Geometry—Plane and Solid

Morgan & Breckenridge, <i>Solid Geometry</i> , revised edition (1953)	Houghton	1.98	1.86
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Trigonometry—Plane and Spherical

Freilich, Shanholt & McCormack, <i>Plane Trigonometry</i> (1952)	Silver	2.21	2.07
Wentworth & Smith, <i>Plane Trigonometry and Tables</i> (1951)	Ginn	2.40	2.34

SCIENCE

Biology

Kroeber & Wolff, <i>Adventures with Animals and Plants</i> (1950)	Heath	2.88	2.70
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SOCIAL STUDIES

Consumer Education

Reich & Siegler, <i>Consumer Goods: How to Know and Use Them</i> (1951)	American	2.59	2.47
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History—United States

Wilson & Lamb, <i>American History</i> (1952)	American	2.59	2.47
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SPANISH

Hesse, <i>Spanish Review Grammar</i> , enlarged edition (1952)	American	2.00	—
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INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Scope of Tax Exemption of Property of Certain Schools of Less Than Collegiate Grade

The exemption from taxation under Section 1c of Article XIII of the California Constitution is confined exclusively to property used for non-profit school purposes of less than collegiate grade and owned and operated by religious, hospital, or charitable funds, foundations, or corporations. (See Revenue and Taxation Code Section 214, as amended by Stats. 1951, Ch. 616.) (AGO 52-214; 20 Ops. Cal. Atty. Gen. 211.)

Revocation of Credential of Any Person Finally Convicted of Certain Crimes

Under Education Code Section 12755, the State Board of Education must revoke the credential, including a life diploma or other document, of a holder thereof who, while in possession of such credential, life diploma, or other document, has been finally convicted of any of the crimes mentioned in said section, if the conviction became final after the effective date of Section 12755 (September 19, 1939) or such subsequent amendment thereof which included the crime for which the conviction was obtained. Such revocation must be made whenever the Board learns the facts, the time of acquiring such knowledge being immaterial.

The section is not applicable until one is a "holder" of one of the documents referred to, and a final conviction after September 19, 1939, of one not a "holder" is not within the scope of the section.

In so far as Education Code Section 12755 may allude to "sex crimes," it is superseded by Education Code Section 12756, which provides for the suspension or revocation of a credential of any holder who has at any

time been convicted of a sex offense. (AGO 52-162; 20 Ops. Cal. Atty. Gen. 173.)

Method of Computing School Months in a School Term

In determining school months in a school term, it is necessary that the first school month commence on the first day of the school term. Four weeks constitute a school month (Education Code Section 8102) and they must run consecutively. To constitute any week in a school month, the classes must be in attendance on Monday, or if that is a holiday, the next business day thereafter. The school months in a term must also run consecutively and without interruption. (AGO 52-173; 20 Ops. Cal. Atty. Gen. 160.)

Power of State Department of Education With Respect to Purchase of Parcel Post Insurance

The State Department of Education may purchase parcel post insurance from the United States Post Office Department or from private insurer licensed to do business in California if terms and conditions are more favorable. Education Code Section 179 provides that the "Department of Education shall be in possession and control of all . . . property, real or personal, now or hereafter held for the benefit of the bodies, offices, and officers whose duties, powers, purposes, responsibilities and jurisdiction are . . . vested in the Department of Education." The power to control and manage properties implies the power to insure them except as expressly prohibited. There is no prohibition in the law precluding the Department from insuring articles of value against loss in transmission, and the Department, therefore, not only may, but should, procure such insurance in the most economical manner. The insurance of real property against fire, however, is expressly prohibited by Government Code Section 11007. (AGO 52-174; 20 Ops. Cal. Atty. Gen. 179.)

Responsibility of Newly Formed Unified School District to Assume Bonded Indebtedness and to Repay State Apportionments

The X School District is a single elementary district which is within and a part of the Y Union High School District. A proposed unification plan under Chapter 16, Division 2 of the Education Code, Sections 4871-4991, would withdraw the X District from the Y District and the X District would itself become a new unified district. The facilities of the Y District include two high school buildings which are situated within the existing boundaries of the X District, and the unification plan would transfer the two high schools to the new unified district. The facilities of the Y District have been obtained by both local bond money and monies received from State appropriation under Chapter 1.6, Division 3, of the Education Code, Sections 5041-5088. Questions were raised as to the responsibility of the new unified district for the outstanding bonded indebtedness of the Y District and as to its responsibility for State appropriations made to the

Y District under Chapter 1.6, Division 3, of the Education Code, Sections 5041-5088.

The responsibility of the new unified district for the outstanding bonded indebtedness would depend upon the Education Code section under which the county committee on school district organization proceeded. If the county committee proceeds under Education Code Section 4902.3, a proportionate part of the outstanding bonded indebtedness of the Y District may be assumed by the new unified district. If the county committee proceeds under Education Code Section 4902.5, no assumption of bonded indebtedness would be involved, but the new unified district would be required to pay for the use of the two high schools located within its boundaries an annual charge as provided in Education Code Section 4963, which annual charge "would be equal to the amount that the . . . (Y) district must pay for the interest and redemption of bonds which represent funds used in the construction of the two high schools located within the boundaries of the new unified district."

The new unified district will be responsible for the obligation of the Y District to repay funds apportioned under Chapter 1.6 of Division 3 of the Education Code, Sections 5041-5088, by virtue of the provisions of Section 5085, and the electorate will have no voice in the matter. (AGO 52-116; 20 Ops. Cal. Atty. Gen. 123.)

Leave to Sue City of San Jose in Quo Warranto

The Campbell Union High School District was granted leave to sue the City of San Jose in quo warranto to determine the validity of certain annexation proceedings. The Attorney General concluded that it was not within his province to pass upon the issues in controversy or to indicate who should prevail, but rather to determine whether a state of fact or a question of law exists which should be determined by a court in an action of quo warranto. (AGO 52-204; 20 Ops. Cal. Atty. Gen. 249.)

All Employees Are Entitled to Two Hours Off During Their Working Day for the Purpose of Voting Regardless of Need

Under Elections Code Section 5699, all employees on the day of every general, direct primary, or presidential primary election at which they may vote, are entitled to take two hours off during their working day between the time of opening and the time of closing the polls without indicating any need or necessity for the two-hour period. No penalty shall be imposed on such employees, and no deduction shall be made from their usual salary or wages on account of such absence. The opinion in 3 Ops. Cal. Atty. Gen. 190, wherein it was held that school district employees were entitled up to two hours off to vote only where it was necessary in order that they might exercise their franchise, was expressly overruled, as was also the opinion in 4 Ops. Cal. Atty. Gen. 15, to the extent that it is inconsistent with the foregoing. (AGO 52-185; 20 Ops. Cal. Atty. Gen. 185.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARGARET RAUCH, *Administrative Assistant*

CONFERENCE ON LAY CO-OPERATION IN IMPROVEMENT OF EDUCATION

About 250 persons attended a Conference on Lay-Professional Co-operation in the Improvement of Education held at the University of California, Berkeley, September 27, 1952. Administrators, members of boards of trustees, and representatives of parent groups in the Bay Area gave consideration to the organization and functions of citizens' committees in the general sessions.

Section meetings were held to discuss such topics as the following: What plans should be made for further conferences on lay-professional co-operation? What should be the relationship of parent-teacher associations and citizens' groups to boards of education and school officials? What can lay citizens do to help improve the school program? How can lay persons best co-operate in improving the work in individual schools and classrooms? How can we get started in developing lay-professional co-operation?

The president of the National Citizens' Commission for the Public Schools addressed the conference at a general session.

ECONOMICS OF REHABILITATION

The Bureau of Vocational Rehabilitation reports that of 3,922 persons rehabilitated in 1951-52, a total of 545 cases were being supported by relief grants before receiving rehabilitation services.

These 545 cases had 856 dependents, making a total of 1,401 persons who were removed from dependency and placed in self-supporting status. The relief grants of these 545 cases totalled \$12,305 weekly, or a yearly amount of \$639,860. In contrast, the cost of rehabilitating this group, including case services purchased and operating costs, was approximately \$200,000. In addition, the annual earnings of the 545 persons will be approximately \$1,285,300.

Of equal importance with the dollar savings was the restoration of the dignity of these individuals as productive members of their communities and the great improvement in the home situation as the wives and children again were able to hold up their heads in pride as members of normal families.

REPORT ON FORUMS AND LECTURE SERIES

The Bureau of Adult Education has completed a report on Forums on Public Affairs, Lecture Series, and Supplementary Lectures covering the school year 1951-1952. The report includes a list of the schools maintaining such programs, a list of general forum topics and number of sessions in each forum series, and a list of general topics of lecture series and number of lectures on each topic.

The report discloses that forum and lecture programs were conducted by 142 evening and day high schools and junior colleges. A total of 821 forum sessions and 2,668 lecture sessions were held during the school year.

REVISION OF GUIDE FOR DRIVER EDUCATION AND DRIVER TRAINING

A number of school systems and curriculum directors are co-operating in the revision of the *Guide for Driver Education and Driver Training* originally issued by the Department when legislation requiring driver education for high school graduation was passed. Experiences of teachers of driver education and driver training are being drawn upon in compilation of a handbook for schools that is practical and workable. The revised bulletin will be submitted for printing in 1953.

AVIATION EDUCATION ADVISORY COMMITTEE

The Superintendent of Public Instruction has appointed an advisory committee of representatives of aviation industries to assist schools in formulating the most suitable programs of aviation education for high school students. The committee met in Los Angeles in early October. Under the direction of the committee, a survey of employment opportunities and annual turnover in the industries is currently in progress.

CONFERENCE OF JUNIOR COLLEGE ADMINISTRATORS

The administrators of junior colleges held their 1952 annual conference in October to consider problems of instruction of their students. Agreements were reached upon uniform practices for recommending to selective service boards the postponement of drafting of students who are carrying full programs of study in approved curricula.

Recognition of junior colleges as institutions qualified for training veterans is being facilitated through measures being taken by junior colleges to be accredited by the Western College Association. The Junior College Association has appointed a committee to devise a statement acceptable to junior colleges outlining their areas of community service and to differentiate between junior college curricula and classes for adults. Recommendations for administrative control and supervision of classes for adults in junior colleges are also under consideration.

The junior college committee on general education is preparing a teacher's guide for citizenship education to make more uniform instruction in U. S. history, the Constitution, and state and local government in California.

MEETINGS ON ARTICULATION OF EDUCATIONAL PROGRAMS

Representatives from the offices of Elementary and Secondary Education are working with educators from nine city schools in the southern San Joaquin Valley to direct study and propose ways to articulate educational programs in the school systems represented. Administrators, supervisors, and teachers from elementary and secondary schools participate in the meetings. Attention is centered at each meeting on one area of the curriculum which has its beginning in the elementary school and continues through high school or junior college. Persons who participate in the meetings are those who are involved in the administration, supervision, and teaching of the curricular area selected. Participants are enthusiastic about the improvements they have been able to make. The California Association of School Administrators recently devoted one sectional meeting to articulation and reviewed the above project.

ANNUAL CONFERENCE ON THE DIRECTION AND IMPROVEMENT OF INSTRUCTION AND ON CHILD WELFARE

More than a thousand persons participated in the annual Conference on the Direction and Improvement of Instruction and on Child Welfare which was held in Long Beach, October 12-15, 1952. The theme of the conference was "The Impact of Changing Community Life on Education in California." In his greetings to the Conference, Superintendent Simpson said:

Supervisors and directors of instruction and child welfare will be considering primarily the impact of changing conditions on community life in California in order that schools may do their full share in educating for democratic human relationships, not only as such education applies to groups within the individual communities of California but as it applies to all groups in our national culture and to all peoples throughout the world. Despite the sharply accelerated social changes which have occurred and are occurring in California, education continues as the major instrumentality to guarantee that change will be guided by the orderly processes inherent in the American democratic ideal.

INSTRUCTIONAL MATERIALS LABORATORY RELOCATED

Headquarters for the Instructional Materials Laboratory of the Bureau of Industrial Education have recently been transferred from Oakland to 1006½ Ninth Street, Sacramento. Wallace Theilmann, formerly Special State Supervisor of Industrial Education in Los Angeles, is now in charge of this program.

Recent publications prepared by this office include advanced courses of study in plastering, sheet metal, radio service, and plumbing and pipe-fitting. Complete revisions are currently being made of courses for apprentice auto mechanics and electrical wiremen, incorporating changes recommended by school and labor-management representatives throughout the state.

Since the Instructional Materials Laboratory was started in 1946, a total of 55 sets of workbooks and testbooks have been published for apprentices in 22 different trades. Material is prepared, on request, for any craft having 100 or more indentured apprentices in the state. Constant revision is carried out in an effort to maintain up-to-date courses. Final examinations are validated and assistance is given to schools in preparing visual aids and classroom demonstrations.

Distribution to schools of the workbooks, textbooks, and final examinations is handled by the Bureau of Textbooks and Publications. Progress charts and answer sheets to accompany each testbook and each final examination are sent out directly from the Instructional Materials Laboratory.

ENROLLMENT IN CALIFORNIA STATE COLLEGES

The enrollment in the California state colleges continues to increase. The total enrollment in the eleven state colleges in all categories on October 5, 1952, was 34,622, an increase of 2,510 over the enrollment on the corresponding date a year ago. The enrollment in the various colleges on October 5, 1952, is shown in the following table.

ENROLLMENT IN STATE COLLEGES

College	Type of enrollment				Grand total	Increase over October 5, 1951
	Regular ¹	Limited ²	Subtotal	Extension		
Chico State.....	1,290	158	1,448	-----	1,448	58
Fresno State.....	2,835	154	2,989	-----	2,989	91
Humboldt State.....	568	67	635	12	647	43
Long Beach State.....	1,156	1,059	2,215	-----	2,215	417
Los Angeles State.....	2,533	2,027	4,560	31	4,591	643
Sacramento State.....	704	1,418	2,122	96	2,218	207
San Diego State.....	3,825	745	4,570	287	4,857	359
San Francisco State.....	3,997	1,779	5,776	155	5,931	208
San Jose State.....	6,194	680	6,874	-----	6,874	352
California State Polytechnic						
San Luis Obispo.....	2,248	-----	2,248	-----	2,248	40
San Dimas.....	405	-----	405	-----	405	79
California Maritime Academy.....	199	-----	199	-----	199	13
Totals.....	25,954	8,087	34,041	581	34,622	2,510

¹ Students registered for over 6 hours of credit.

² Students registered for 6 or fewer hours of credit.

Previous experience indicates that a considerable number of students enroll in the limited and extension categories after October 5. The total for the fall term will therefore be greater than the actual enrollment reported for October 5.

On October 5, 1952, a total of 3,013 students were enrolled under Federal and State veterans' benefits. The corresponding total on October 5, 1951, was 6,123. This year 553 veterans of the Korean hostilities are enrolled under provisions of Public Law 550.

NEW HEALTH EDUCATION SECTION

The newly formed health education section of the Western Society of Physical Education for College Women met during the annual convention of that group at Asilomar, October 16-19, 1952. Problems related to the preparation of teachers for health education, to health education needed by all students in the field of education, and to the required course in health education were discussed by a panel of representatives from California, Oregon and Washington. Members of the section in their final discussion emphasized the necessity for all teachers and school administrators to have a background in health education so as to be able to co-operate in maintenance of the best possible school health programs. During the coming year the health education section will study evaluation instruments available in the field of health education.

REVISED GUIDE FOR HOMEMAKING CURRICULUM

Mimeographed copies of the revised preliminary draft of the "Guide For Planning The Homemaking Curriculum" are now being distributed to homemaking departments in secondary schools, to county superintendents' offices, and to teacher-education institutions. This revision is the result of the work of hundreds of homemaking teachers throughout the state and regional supervisors of homemaking education who co-operated in evaluating and revising the first draft of the Curriculum Guide, in use since 1946.

PROGRESS IN VOCATIONAL EDUCATION

The State Board of Education on October 23, 1952, approved the official report of vocational education in California during 1951-52, which is prepared yearly as the "Annual Descriptive Report" required by the U. S. Office of Education. Accomplishments and progress made during the last year in agricultural education, business and distributive education, home-making education, industrial education, and guidance are reported, as well as needs for expanded services and plans whereby such services can be furnished.

The year 1951-52 witnessed a variety of conditions that had direct influence upon enrollments in vocational classes. Defense mobilization,

shortage of qualified instructors, full employment, military personnel demands, school financial problems, and other equally important factors affected the number of enrollments, the length of enrollments, and the total extent of offerings. However, in spite of these conditions, more than a million individuals received specific occupational instruction in systematic programs of vocational education offered through the public schools of California.

REGIONAL MEETINGS FOR TEACHERS OF AGRICULTURE

The Bureau of Agricultural Education supervised during October and November the annual regional meetings of high school and junior college teachers of vocational agriculture. Professional problems involved in the instructional and Future Farmer programs were considered.

In many areas special emphasis is placed at such meetings on a particular enterprise, with a demonstration or a field trip to a dairy industry plant, sugar refinery, agricultural chemical plant, stockyard or other similar establishment dealing with agricultural commodities. Meetings of regional committees representing the five professional departments of the Agriculture Teachers' Association are held and reports of their findings are made both at the regional meetings and later at mid-year and summer state-wide meetings. Each regional supervisor of agricultural education is responsible for part of the programs, and the Chief of the Bureau attends all six meetings.

NATIONAL FFA CONVENTION TRIP

The Bureau of Agricultural Education recently conducted the annual supervised trip of California delegates and chapter representatives to the National Future Farmer Convention at Kansas City. A total of 40 Future Farmers, two Bureau staff members, and one supervising teacher made up the official party. A vocational agriculture teacher, Walter Atwood of Central Union High School, Fresno, was also given the trip by his Future Farmer and Young Farmer chapters. The two California delegates, Fred Pitts, past state FFA president, and Leo W. Clark, current state FFA president, officially represented the 11,000 members in the state. Many of the other boys making the trip were award winners, including nine "American Farmer" candidates, regional Star Farmer winners, regional and state officers, and representatives of the Modesto and Madera chapters that received Gold Emblem rating in the National Chapter contest.

FIRST ANNUAL MEETING OF CALIFORNIA SPEECH THERAPY ASSOCIATION

The Consultants in Speech Correction and the Education of the Hard of Hearing participated in the first meeting of the state-wide California

Speech Therapy Association in Long Beach, October 17 and 18, 1952. The theme of "Unity and Growth Through Better Communication" was carried out through all of the sessions. Teachers, supervisors, and coordinators of speech and hearing from all sections of the state attended.

CONVENTION OF NATIONAL SOCIETY FOR CRIPPLED CHILDREN

"Conserving Human Resources" was the theme of the 1952 Annual Convention of the National Society for Crippled Children, held in San Francisco, October 26 to 29, 1952. The program included demonstrations of educational methods used in teaching blind, deaf, cerebral palsied, homebound, and multiple handicapped children. The Chief of the Bureau of Special Education discussed "Problems in Providing Appropriate Programs for the Multiple Handicapped," and the consultants served on panel discussions of special types of handicapped children.

CO-OPERATIVE EVALUATION OF EDUCATIONAL SERVICES

Staff members of the Bureau of Special Education were invited to join with the San Diego County staff in evaluating the returns from a questionnaire on the status and needs of special education in school districts of San Diego County. Members of the county staff and principals of local school districts presented the survey results. The Chief of the Bureau and seven consultants discussed some of the problems involved in expansion of the program of special education on local and county levels.

DONATED HARDWARE AND FOOD COMMODITIES

The State Educational Agency for Surplus Property anticipates receiving considerably more property from the Federal government this year for redistribution to schools than was received during 1951-52. The amount of donated hardware and food commodities received and allocated to California during the first quarter of 1952-53 justifies such optimism.

Approximately \$1,500,000 worth of donated hardware supplies and equipment has been allocated during the first three months while 213 carloads, or 171,000 cases of food valued at \$2,724,000, have been received or are being delivered within a few weeks.

The following are the food commodities allocated to date: 6 cars fresh apples, 10 of fresh pears, 7 of canned green beans, 8 of dried beans, 21 cars of cheese, 21 of fresh eggs, 7 cars of dried milk, 11 of orange juice, 7 of canned peaches, 4 of canned peas, 3 of peanut butter, 44 cars of smoked hams, 45 of frozen turkeys, 12 cars of canned tomatoes, and 7 of tomato paste.

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1952-53

A list of educational meetings and events of state-wide or regional significance is maintained in the office of the Superintendent of Public Instruction. Information listed therein is supplied by the organizations responsible for the various events. The principal calendar for each school year is published in the September issue of *California Schools*, additions and corrections being printed from time to time in the ensuing monthly issues. The following items for the calendar have not been published previously.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
February 5-7, 1953	Fourth Regional Conference on Conservation of Natural Resources	Fresno State College
April 16-18, 1953	California Council on Teacher Education	Mar Monte Hotel, Santa Barbara
November 6-7, 1953	Fifth Annual State Conference on Educational Research	Mar Monte Hotel, Santa Barbara

BOY SCOUT WEEK, February 7-14, 1953

Almost three million members of the Boy Scouts of America will celebrate their forty-third anniversary from February 7 to 14, 1953. Schools, churches, and civic organizations will join with the Scouts in observing this occasion. The Committee on School Service has prepared a list of suggestions for use of school administrators and principals of elementary schools or junior or senior high schools who may wish to develop special Scout programs, exhibits, and demonstrations to focus attention on citizenship participation by youth. These suggestions, and folders outlining plans for the Third National Jamboree of Boy Scouts of America to be held in California next July, may be obtained by addressing Walter D. Cocking, Chairman, Committee on School Service, Boy Scouts of America, 2 Park Avenue, New York 16, N. Y.

BROTHERHOOD WEEK, February 15-22, 1953

The annual observance of Brotherhood Week occurs February 15-22, 1953, sponsored, as it has been since 1934, by the National Conference of Christians and Jews. This year three educators are acting as cochairmen of the Schools and Colleges Committee for Brotherhood Week: Laurence

D. Haskew, Dean of the College of Education, University of Texas; Sister Mary Madeleva, C.S.C., President of St. Mary's College, Notre Dame; and Joseph B. Gittler, Professor of Anthropology and Sociology, Iowa State College.

The motives of Brotherhood Week are (1) rededication to the ideals of respect for people and human rights; (2) demonstration of practical ways in which Americans can promote these ideals; (3) enlistment of more people in year-round activities to promote brotherhood.

Inquiries regarding Brotherhood Week and requests for materials of use in its observance may be addressed to the cochairmen at 381 Fourth Avenue, New York 16, N. Y.

FOURTH REGIONAL CONFERENCE ON CONSERVATION OF NATURAL RESOURCES

The Fourth Regional Conference on Conservation of Natural Resources will be held at Fresno State College, February 5-7, 1953. This conference, the last of a series initiated in 1950 by the departments of Natural Resources and Education, is jointly sponsored by the state departments of Education, Natural Resources, and Fish and Game, with Fresno State College.

The theme of this regional meeting is "Water—Life Blood of the San Joaquin Valley." The counties to be served and invited to this affair include the following:

Alpine	Kern	San Benito
Amador	Kings	San Joaquin
Calaveras	Madera	Stanislaus
Fresno	Mariposa	Tulare
	Merced	Tuolumne

The purpose of the conference is to convene representatives of industry, agriculture, commerce, labor, education, civic groups, conservation organizations, the press, and government from the above listed counties, to develop an awareness of regional conservation problems and a willingness to work for wise use of our natural resources.

The conference will begin on Thursday evening, February 5, with a general session. Bert Smith, Executive Secretary of the Water Economics Committee, Irrigation Districts Association of California, will be the main speaker. In addition, there will be a showing of the Walt Disney production entitled "Nature's Half Acre." Following this, the National Association for Conservation Education and Publicity will present to the Disney Studios a national award for the greatest contribution in 1951 to conservation education through the medium of the motion picture.

The Friday program will include four section meetings in the morning and four in the afternoon on the following topics to emphasize the central conference theme:

Water for Our Growing Population
Water for Our Changing Agriculture
Water Supply and the Forest
Water for Wild Life

Water for Industry
Water for Recreation
Water for Livestock
Water for Power

Through the co-operation of Fresno State College officials, college facilities have been made available to serve the Friday noon luncheon and evening dinner. The dinner is being sponsored by the California Conservation Council under the direction of Miss Pearl Chase.

The evening general session will consist of a summary panel. The summation speaker will be Stuart Ward, Executive Secretary of the Commonwealth Club, San Francisco. A new motion picture on rain-making will be shown.

The final general session on Saturday morning, February 7, will be devoted to consideration of the educational implications of conservation. Negotiations are underway to secure for this final session the services of E. Laurence Palmer, Professor Emeritus of Rural Education at Cornell University, as the principal speaker and leader of a panel composed of regional educators. A new motion picture on teacher training in conservation will be previewed and discussed.

RESOLUTIONS FAVORING STUDY OF CONSERVATION

At the regular meeting of the State Board of Education held at San Francisco in October, 1952, C. J. Haggerty, Secretary-Treasurer of the California State Federation of Labor, presented two resolutions adopted at the Santa Barbara convention of that body in August, 1952. Both resolutions reaffirmed the Federation's strong position in support of the study of conservation. The text of the resolutions follows.

RESOLUTION No. 52

Education in Conservation in Unions and Schools

WHEREAS, The California State Department of Education and the State Department of Natural Resources have established a system whereby the study of conservation has become a part of the public school curriculum; and

WHEREAS, The 48th convention of the California State Federation of Labor adopted a resolution urging that organized labor cooperate in making a success in this new and seriously needed study; and

WHEREAS, The rapidly diminishing water supplies in California and throughout the nation due to floods and soil erosion, require that the general public immediately understand the necessity for the protection of forests, soil and pasture lands to preserve the priceless watersheds; and

WHEREAS, Officials of public schools, forestry department, state and national parks, water and power departments, and other conservation organizations, stand ready to furnish illustrated lectures, with slides, motion pictures, etc.; now, therefore, be it

Resolved, That the 50th convention of the California State Federation of Labor urge all affiliated councils, unions and auxiliaries to arrange to have such speakers appear at the earliest possible meetings of the organizations, and assist in providing public meetings for the purpose of informing the general public of the serious need for conservation, which fundamentally means the protection of life, industry and employment; and be it further

Resolved, That the convention go on record recommending that the study of conservation be made a required or mandatory part of the curriculum of our public schools in California; and be it finally

Resolved, That the California State Federation of Labor take an even more active part in the annual regional conferences held under the auspices of the State Board of Education and the State Department of Natural Resources.

RESOLUTION No. 107

Teach Conservation in Public Schools

WHEREAS, American natural resources are the great basic wealth of all the people; and

WHEREAS, An intelligent electorate is required to protect these natural resources from all manner of depredation; therefore, be it

Resolved, That the 50th convention of the California State Federation of Labor recommend and take whatever action may be necessary to the end that the economic, political, and safety factors involved in conservation of natural resources of our country be required to be taught in all grades of our public schools.

A GUIDE TO STATE GOVERNMENT

Two years ago the Division of Budgets and Accounts of the State Department of Finance issued a 112-page booklet entitled *California State Government: A Guide to Its Organization and Functions, 1951*. This publication was prepared in response to a demand from students, teachers, and the general public for a concise, nontechnical description of state government as it exists and operates.

The agencies of state government are described briefly under ten group headings: General Control Agencies, Correctional Agencies, Educational Agencies, Mental Hygiene Agency, Natural Resources Agencies, Public Health Agencies, Public Safety Agencies, Public Works Agencies, Regulatory Agencies, Security and Welfare Agencies. Their organization and interrelationship is illustrated in 24 charts.

This publication has proved useful to teachers at all school levels and as a reference in school libraries. It is suitable for high school students.

Single copies of the booklet are priced at 50 cents. It is available to schools at a new special price of 25 cents per copy in lots of ten or more.

Orders may be addressed to the Documents Section, Printing Division, State Department of Finance, 11th and O Streets, Sacramento 14, accompanied by remittance which should include sales tax. Purchase orders without remittance will be accepted only from public agencies.

EDUCATION OF WAR ORPHANS

More than 2,000 children, stepchildren and adopted children, survivors of veterans who lost their lives in World War I, World War II, or in Korea, or as a result of such wartime service, have been helped to secure an education under California's program of educational assistance to dependents of veterans.

To be eligible for payments of \$20 a month while attending high school, and \$40 a month while attending college, university, trade or business school, the dependent must have lived in California for the immediate past five years; and must be 16 years old (applications must be made before age 21). The payments are made during attendance at school until education is completed or age 27 is reached, whichever occurs first.¹

In addition to the aid given under state law, numerous scholarships, gifts, and loan funds have been established by The American Legion, The American Legion Auxiliary, and other agencies, with widely differing benefits and a variety of eligibility requirements.

Additional information on any of these benefits may be obtained by communicating with Mary Jo Black, Chairman, Education of War Orphans Commission of The American Legion, Department of California, 369 Colusa Avenue, Berkeley 7, California.

PUBLIC SPEAKING CONTEST ON HIGHWAY SAFETY

"Highway Safety and How to Attain It" is the topic for discussion in the eighth annual public speaking contest being conducted by the Knights of Pythias for high school students in 1953. The first prize will be a scholarship of \$1,000 at any college or university to be selected by the winner. Second prize will be a \$500 scholarship. The other four contestants in the 1953 finals will each receive a \$250 scholarship.

The Youth Welfare Commission of the Grand Lodge Knights of Pythias of California announces a number of special awards, such as a \$100 Defense Bond to the California State winner and four cash awards to the teachers whose students compete in the state finals, travel expenses for district winners.

Any student in a public or private school of high school rank may enter. There is no entry fee. Entries close on February 21, 1953. A printed pamphlet containing details of the contest rules and judging procedure can be had upon request to Harry A. Thayer, State Chairman, 2425 Bath

¹ Military and Veterans Code, Division IV, Chapter IV, Article 2 (Sections 890-98).

Street, Santa Barbara, California. State Finals will be held May 17, 1953, at Hoberg's Lake County Resort, and international finals will follow in August, at St. Louis, Missouri. The contest is one of those approved by the Contest Committee of the National Association of Secondary-School Principals.

YEARBOOK ON ART EDUCATION

The Eastern Arts Association, an affiliate of the National Art Education Association, announces the publication of its 1952 Yearbook, entitled *Art Education in a Scientific Age*. Part I of the 112-page volume includes three of the major addresses delivered at the fortieth convention of the Association in April, 1952: "From Atom to Adam," by Nathaniel Cantor; "The Frontiers of Science," by Paul B. Sears; and "The Challenge to Art in a Scientific Age," by L. Thomas Hopkins. Parts II and III contain official reports of activities and directories of use to those interested in art education. The publishers' announcement states that

. . . the volume presents points of view, activities, and methods consonant with the times. . . . The reader will not find ready-made answers to problems . . . rather he is stimulated to engage in further personal search for . . . solutions that will best meet his needs in terms of the children and youth that come under his direction at this, the most crucial epoch in western culture.

Yearbooks in limited quantity are available to nonmembers at \$3.00 per copy. Orders should be addressed to the Eastern Arts Association in care of Mrs. Lillian D. Sweigart, Secretary, State Teachers College, Kutztown, Pennsylvania.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- BARD, HARRY. *Teachers and the Community: An In-Service Program in Action*. An Intergroup Education Pamphlet. New York 16: The National Conference of Christians and Jews (381 Fourth Ave.), [1952]. Pp. 56. \$0.25.
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- CLOUD, ROY W. *Education in California: Leaders, Organizations, and Accomplishments of the First Hundred Years*. Prepared under the sponsorship of the California Teachers Association. Stanford, California: Stanford University Press, 1952. Pp. xiv + 296. \$6.
- DOUGLASS, HARL B. *Secondary Education for Life Adjustment of American Youth*. Douglass Series in Education. New York 10: The Ronald Press Co. (15 E. 26th St.), 1952. Pp. xii + 630. \$5.50.
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- Educational Organization, Administration and Finance*. Review of Educational Research, Vol. XXII, No. 4, October, 1952. Washington 6: American Educational Research Association, a Department of the National Education Association of the United States (1201 Sixteenth St., N.W.), 1952. Pp. 273-386. \$1.50.
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- FREEMAN, LUCY. *It's Your Hospital and Your Life*. Public Affairs Pamphlet No. 187. New York 16: Public Affairs Pamphlets (22 East 38th St.), 1952. Pp. 32. \$0.25.**
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- HARAP, HENRY. *Social Living in the Curriculum: A Critical Study of the Core in Action in Grades One Through Twelve*. Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers, 1952. Pp. viii + 134. \$1.00.
- HARRAL, STEWART. *Tested Public Relations for Schools*. Norman, Okla.: University of Oklahoma Press, 1952. Pp. x + 174. \$3.

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

** Discounts on orders in quantity.

- HARTFORD, ELLIS F. *Emphasizing Moral and Spiritual Values in a Kentucky High School*. Bulletin of the Bureau of School Service, Vol. XXV, No. 1, September, 1952. Lexington: College of Education, University of Kentucky, 1952. Pp. 94.
- HILL, ARTHUR S. *The Forward Look: The Severely Retarded Child Goes to School*. Office of Education Bulletin 1952, No. 11. Washington 25: Office of Education, Federal Security Agency, 1952. Pp. vi + 54. \$0.50.*
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- KAHN, LESSING A. *The Organization of Attitudes Toward the Negro as a Function of Education*. Psychological Monographs: General and Applied, Vol. LXV, No. 13, Whole No. 330. Washington: The American Psychological Association, Inc., 1952. Pp. vi + 40. \$1.50.
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- PETERSON, A. D. C. *A Hundred Years of Education*. London, England: Gerald Duckworth & Co., Ltd. (3 Henrietta St., W.C. 2), 1952. Pp. 272. Distributed by The Macmillan Co., 60 Fifth Ave., New York 11, N.Y. \$3.25.
- Proposed Minimum Standards for State Approval of Teacher Preparing Institutions*. Edited by W. Earl Armstrong, Chief for Teacher Education, U. S. Office of Education; Henry C. Herge, Chief, Bureau of Higher Education and Teacher Certification, Connecticut State Department of Education; and T. M. Stinnett, Executive Secretary, National Commission on Teacher Education and Professional Standards, National Education Association. Sponsored by the National Association of State Directors of Teacher Education and Certification through its Planning and Writing Committee. Office of Education Circular No. 351. Washington 25: Office of Education, Federal Security Agency, 1952. Pp. vi + 26. \$0.20.*
- Rural Leadership and Service*. A Discussion Guide for Developing the Future Status of the District Superintendency. Prepared for use in the Study of the Changing Status of the District Superintendency in New York State. A Joint Project of the New York State Association of District Superintendents of Schools, the New York State Education Department, and the Cooperative Project in Educational Administration of Teachers College, Columbia University. Albany, New York: New York State Education Department, October, 1951. Pp. xii + 76 (reproduced from typewritten copy).
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